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dialects, clerical influence in the OHG. period, Notker's labors, the rise of prose, the development of the *Städtesprachen*, *Kanzleisprachen*, etc. Such a sketch could, without damage to the unity and purpose of the work, have enabled the beginner to orient himself somewhat as to that which follows. For, though Diekhoff's work is not, in the exact sense of the word, a history of the language, it must of course constantly refer to historical development, which, however much a matter of course to advanced students, is as yet unknown country to those who privately or in the university enter for the first time upon the intensive study of German linguistic structure. Furthermore, except for a reference here and there to the dialects, Diekhoff leaves the spoken language quite out of account. It is a question whether this is not false economy even within the limits of a work of this kind, as the *Umgangssprache* has a wealth of illustrative material well-nigh indispensable for an understanding of the modes and cases.

The work must be judged, however, by what it offers rather than by what it omits. It is certainly a book for which American Germanists should be grateful. A great deal has been attempted and the results are of high value. Its careful arrangement and wealth of illustrative material will be a boon to teachers who seek something comprehensive which is not at the same time superficial. Within the limits of a single work Diekhoff has given us in practical pedagogical form the results of a wide range of German research. The spirit of exact scholarship which pervades the book is in the highest degree refreshing.

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*The Freshman and His College.* By FRANCIS CUMMINS LOCKWOOD. Boston, D. C. Heath & Co. Pp. vi + 156.

*College Life: Its Conditions and Problems.* Arranged and edited by MAURICE GARLAND FULTON. New York, The Macmillan Company. Pp. xxii + 524.

*The College and the Future.* Edited by RICHARD RICE, JR. New York, Charles Scribner's Sons. Pp. xxii + 374.

How to turn the bewildered freshman as speedily as possible into a college man is a problem which the growth of numbers and

the variety of the curriculum make increasingly difficult. Unless a specific course in orientation is provided, the responsibility falls chiefly upon instructors in freshman English. These instructors realize that in addition to teaching their students how to write decently, how to take notes, and how to find books in the college library and to read them intelligently, they must try to teach the freshman how to use the new-found liberty of the college and not to misuse or neglect its opportunities. For the latter purpose the books on college life are designed to help, serving at the same time as wholesome and pertinent reading, as specimens for study and analysis, and as sources of ideas for discussion and writing.

*The Freshman and his College* has the advantage of being a slight volume of convenient size, a consideration of importance in a book which is to be secondary to one or two others. It is devoted to matters of study and personal morals, as expounded by college presidents and teachers, rather than to vexed questions of college policy and wider issues of life and culture. The speeches are practical and interesting. Some, such as President Hyde's *Address to Freshmen* and President Eliot's *A New Definition of the Cultivated Man*, are admirable examples of lucid structure which may be exhibited in outline; and William James's chapter on *The Principle of Habit* is one of several that offer suggestions for themes.

In *College Life*, Professor Fulton has provided a much more elaborate work of the same general character. The essays and speeches are grouped under such topics as The Purpose of the College, The Curriculum, General Reading, Athletics and Recreation, and The College Man and the World's Work. The authors include, beside various college presidents, men of letters, for example: Emerson, Thoreau, Ruskin, and Stevenson; and the book is equipped with an apparatus of introduction, essay topics, and bibliography. The matter is excellent; one may, however, feel that it is so abundant as to seem forbidding and so varied that much of it must be neglected.

The most marked characteristic of Professor Rice's book, *The College and the Future*, is a carefully devised plan designed to lead the student in a logical progression from one set of problems to the next. The selections, which are less numerous than those in *College Life*, proceed from essays on learning to write, through descriptions of college life at Oxford, to the difficult problem of college athletics in America, the discussion of intellectual ideals

and general culture, and, finally, the broadest problems of life and society. If the book is to be used with a text-book of rhetoric—and it is hardly suited to independent use—the section on learning to write might well be omitted. The essay of Professor Rice on that subject belongs to the text-book; that of Mr. Arnold Bennett may be dropped without loss to the freshmen. The part of the book devoted to athletics, on the other hand, might be expanded by the addition of an article not hostile to intercollegiate sport. A bibliography of articles and books adapted to each section is supplied in an appendix.

In general, these books are a valuable addition to the equipment of teachers of English Composition. They should have a place on the reading shelf of every freshman class. For a few months of freshman year, any one of them will be useful in the hands of the students for use in class-work.

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*The Phonology of the Dialect of Aurland, Norway.* By GEORGE T. FLOM, Ph. D., Associate Professor of Scandinavian Languages and Literature, University of Illinois. Urbana, 1915. University of Illinois Studies in Language and Literature, Vol. I, Nos. 1 and 2. Pp. 92.

Aurland is a region of the Inner Sogn in West Norway and its dialect one of the typically West Norwegian ones. While the dialects of Sogn have been characterized in a general way with reference to their most distinctive features by Larsen and Ross, complete descriptions of any of them were hitherto lacking. Nor is the present work a complete phonology, the important matter of the accent being, except for casual references, omitted. The author has wisely employed the system of phonetic notation proposed by J. Storm in 1881 and since then in general use for works on the Norwegian dialects. In the characterization of the sounds by comparison with those occurring in other languages the stressed vowels of German *Hütte* and Danish *Lykke* (p. 14) are erroneously represented as identical. The Danish sound is essentially an *ø*, and so regarded by Danish phoneticians. The sounds occurring in the dialect are illustrated by very full lists of words, the author prom-